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| **Numbers and Operations in Base 10** | **Operations and Algebraic Thinking** | | **Geometry** | | **Measurement and Data** |
| - Understand that the 3-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  a. 100 can be thought of as a bundle of ten tens called a hundred  b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six , seven, eight, nine hundreds with 0 tens and 0 ones.  - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting 3-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | - Fluently add and subtract within 20 using mental strategies.  - By end of Grade 2, know from memory all sums of two one-digit numbers. | - Recognize and draw shapes having specified attributes, such as a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | | - Estimate lengths using units of inches, feet, centimeters, and meters.  - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  -Relate addition and subtraction to length.  - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | |